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ABSTRACT

New Futures School is designed for any girl who is 13-19 years old; has a doctor's certificate of pregnancy; and has not yet graduated from high school. In the education area, traditional scheduling is used to minimize the effects of absenteeism. A special Infant Observation Center, a major program component serves as a babysitting facility, a training laboratory for all New Futures students, and an observation facility to help girls who are having problems caring for their babies. Health information services are offered both in groups and individually. A hot lunch and snacks are served as part of a total program of balanced nutrition. Counseling is available as often as desired. The school recognizes that crucial decisions must be made by girls while they are enrolled. These may include keeping the baby or releasing it for adoption; marrying or remaining single; continuing eduction or entering the job market. Continuous efforts are made to provide requisite learning and an atmosphere free from pressure in which such decisions can be made. (Author)

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WHY COMPREHENSIVE SERVICES TO SCHOOL-AGE PARENTS ARE IMPORTANT

Pregnant adolescents have special needs which can best be met within a special school setting.

Pregnancy is the largest known cause of drop-outs among secondary school girls. Society must recognize that if proper intervention is not provided in the lives of teenage parents, there is no place to go but down. Many girls who become pregnant out-of-wedlock have led emotionally deprived lives, often in families where home life is erratic and insecure. Many have not been successful in school. Their self-image is often low, and is forced lower by the disapproved pregnancy. The problem of damaged self-image exists even in the cases of girls to whom the above descriptions do not apply. If such an individual withdraws from society for six to nine months, and/or finds herself with yet another situation with which she cannot cope, she has little to do but engage in self-recrimination, self-pity, bitterness and defiance. Such withdrawal from the society of her peers and the adult world prevents her from working through her personal problems and leaves her with psychological scars which may last throughout her lifetime and affect her relationship with her baby. If she can learn to handle this crisis, she will be much better prepared to handle her problems in later years.

The girl who marries as a result of her pregnancy faces special problems. An adolescent who is attempting to learn the roles of wife, mother and housewife all at the same time needs much support. The financial demands on the young couple are great, and are compounded by the fact that the married girl cannot receive welfare aid as can the single girl and that the young father is frequently a school drop-out with few skills. The feelings of the young couple's parents frequently place an additional strain upon the marriage. Statistics indicate that well over 50% of such marriages will end in divorce.

In the case of many school-age parents sexual acting out is not the only symptom of problem behavior. Some are drug experimenters or have been implicated in law-breaking or truancy.

Thought must also be given to the babies of school-age parents. These young parents are generally ill-equipped educationally, emotionally, and financially to give high-standard care to their infants. Ninety percent of N.F.S. students have made the decision to keep their babies before they enroll in N.F.S., and those who release for adoption are likely to have babies which they keep within a few years. The necessity to prepare these young women for motherhood is imperative. The student comment which is all-too-frequently made, "How can I learn to love my baby when I don't love myself?", reflects the need for comprehensive services in order to produce any long-lasting effects.

Blanket statements are dangerous with regard to any group in society. Many school-age parents come from fine families and good neighborhoods. Many are intelligent, religiously-oriented and concerned. Few could be called promiscuous. But all have needs for special services to enable them to get through this difficult period and to face the future with confidence, competence, and joy.

Four general areas of service are essential in meeting the needs of pregnant adolescents: education, health, social services and infant care. Services in each area must be correlated and inter-related with services in the other areas in order to be really helpful to the service recipient. New Futures School is a genuinely comprehensive program, unique in the southwest, in offering services in all these areas. A broad description of each of these service areas is contained in later pages of this booklet.

Implicit within the comprehensive services of New Futures School is the understanding that each N.F.S. participant develops positive understandings and concepts regarding family planning. The teaching of birth control techniques cannot be effective with pregnant adolescents without the concurrent development of the girl's perception of herself as a person and of her relationship to her expected child as an individual with needs and demands, and of her relationship to the world around her and the role she can play in it.

Without involvement in the services of a comprehensive program, there is great possibility that the pregnant adolescent will become the school drop-out, the delinquent or criminal, the unemployable, the welfare recipient, the physical or mental risk. There is every possibility that she will become dependent on society through the welfare system, the judicial system, or ill health. Intervention by comprehensive services is essential and, in the long run, relatively inexpensive.

CLIENTELE

There are only three eligibility criteria for entrance into New Futures School: 1. Doctor's certification of pregnancy; 2. 13-19 years of age; 3. Not yet a high school graduate. In addition it is understood that a girl may not participate in New Futures School classes a second time if she was in N.F.S. during her first pregnancy. (She may receive health and counseling services.) A student who meets the above criteria for entrance into the program may, of course, continue to be served after some or all of the entrance conditions no longer prevail.

New Futures School students have included representatives of the four cultural-ethnic groups of New Mexico.....Spanish-surnamed, Anglo, Black and Indian. Each year every high school in Albuquerque and a number of junior high schools and out-of-town schools are represented in the student body. The staff and board and the girls themselves feel that this mixture is one of the strengths of the New Futures School program. The meeting ground thus provided is all too rare in the Albuquerque community.

New Futures School services are available to married girls as well as single girls. National statistics on the success of teen-age marriages predict a divorce rate of 50% or higher. The board and staff of N.F.S. believe that the needs of the married girl for the services and education offered by New Futures School are just as vital as the needs of the single girl. Approximately 40% of N.F.S. students are married.

While a majority of N.F.S. students plan to keep their babies, there is a sizeable group of girls who plan to release the infant for adoption or who are undecided regarding their plans for the baby. Every effort is made through staff work and individual curriculum adjustment to make these girls feel that their enrollment in N.F.S. is as valuable for them as it is for any other girl. Feedback from N.F.S. girls who have released for adoption indicates that they have found N.F.S. to be very meaningful and helpful.

New Futures School services, particularly counseling services, are offered to members of the extended families of the N.F.S. student participants. A "Mothers' Group" (which has included aunts, older sisters, grandmothers and neighbors as well as mothers) meets weekly. Evening groups or special activities are held from time to time to involve husbands, boyfriends or the entire family in health instruction and/or counseling-oriented activities. Counseling and out-reach social services are also available to the young fathers by a male N.F.S. counselor.

A girl may enter N.F.S. at any time during her pregnancy. She may be self-referred or referred by a community agency or individual. Once enrolled, students may remain in the program after their pregnancy is completed until such time as the girl, her doctor and the N.F.S. staff feel that she no longer needs the regular support services of N.F.S. The time of leaving active N.F.S. enrollment usually coincides with the end of a grading period. The average length of stay in N.F.S. is 5 months, but this may vary greatly in individual cases.

Students from outside the Albuquerque metropolitan area who desire to attend N.F.S. may be aided by N.F.S. counselors to find housing in Albuquerque. Housing possibilities include the Y.W.C.A. residence, Chaparral Home, and Birthright share homes.

There is no charge for any New Futures School service.

ENTRANCE PROCEDURES

A girl may enter New Futures School at any time. It is preferable that the change from public school be made at the beginning of a grading period - quarter or semester - but the transition can be effected at any time the girl, her school, or her doctor, feel that it should be made. A girl who has been out of school can also enter N.F.S. at any time.

A girl who wishes to attend New Futures School should contact the N.F.S. office at 110 Broadway Blvd., NE - 242-0293 or 243-1709. If she desires, a N.F.S. counselor will then visit with her in her home or at her school to give her more information about the program. She may, if she desires, come to N.F.S. to enroll without prior contact or interview with us. With the first interview, the girl will be given a doctor's permission form which her doctor must sign, certifying that she is pregnant and that she is physically able to attend N.F.S. Every effort is made to minimize red tape and to effect entrance as easily and rapidly as possible.

In addition to the girls who contact the program on their own, students may be referred to the program by staff members of community agencies, by medical personnel, or by school personnel. An individual who wishes to refer a girl to N.F.S. may call the N.F.S. office with information about the girls. A N.F.S. counselor will make a follow-up contact.

PROGRAM STRUCTURE

A New Futures School program recipient may participate in as many of the service activities as she desires.

In the education service area traditional, rather than block or flexible, scheduling is used to minimize the effects of absenteeism. The standard routine makes it easier for students returning from absences or new students just entering the program to fit smoothly into the educational program with a minimum loss of continuity. Six (6) class periods are offered each day. All classes meet five (5) days weekly. Albuquerque Public School vacation and holiday schedules are followed. Students may take from one (1) to six (6) classes, depending on their interests and needs. Occasionally, a class may be offered through independent study to meet a particular need. A short summer school session is held.

The Infant Observation Center, a small nursery for infants of girls in the program, is a major component of the program sturcture. It serves as a babysitting facility, a training laboratory for all New Futures School students, and as an observation facility to enable staff to aid girls who may be having problems caring for their babies. It is open during school hours only.

Health information services are offered both in group instruction and individual counseling. The Health Director is available daily to consult with students individually, to make home visits, and to teach groups.

Nutrition is a major part of the N.F.S. health program. As a part of the nutrition program of the school a hot lunch and supplementary snacks are served daily, free-of-charge, to program participants. The meal and snacks are planned by the N.F.S. nutritionist to meet the special nutritional needs of pregnant teenagers while keeping in mind the weight control problems which many of the girls have. Menu planning is coordinated with results of individual diet analyses of each N.F.S. client.

Counseling services are available daily. A student may receive individual counseling as frequently as she desires. Each student is involved in group counseling once a week. Girls who are considering releasing their baby for adoption participate in an additional counseling group.

A girl may receive counseling, referral or health services from New Futures School without taking classes. Many former N.F.S. students avail themselves of this opportunity. Other follow-up services are offered on a need basis.

Services are also available to members of the extended families of program enrollees and to the young men with whom the girl is involved. Various techniques, some regularly scheduled and some of a special event nature, are utilized to involve family members, singly or in groups, in activities which help them to understand and to contribute to the development of the girl.

Many New Futures School students use city buses for transportation to and from the program. Bus tokens are provided by N.F.S. to the girls for this purpose. Students who do not live near bus lines may be referred to the volunteer transportation services of Birthright.

Every effort is made to provide in New Futures School an environment in which each student will mature in self-understanding and responsibility, and in the ability to make decisions for herself. Many girls must make very crucial decisions during the time they are enrolled in N.F.S. Decisions such as keeping the baby or releasing it for adoption, marrying or remaining single, continuing her education or entering the job market, and others must be faced by these young women. Continuous efforts are made to provide requisite learnings and an atmosphere free from pressure in which such decisions can be made.

EDUCATIONAL SERVICES

The teaching philosophy and techniques in New Futures School are geared to the needs of the girls in the program. Students are involved in the planning of the curriculum and in the evaluation of its effectiveness. Each teacher is free to innovate teaching methods and course content within the framework of the school's philosophy and objectives. Classes are small - no more than twenty per class - which allows for individualization of instruction and maximum involvement by each student. All teaching techniques are success-oriented, and are often individually paced.

Classes are offered at the 7th, 8th, 9th, 10th, 11th, and 12th grade levels. A student may carry from one to six subjects. A normal class load is five subjects, or 2½ credits, the same as the normal load in the public schools.

Past records indicate that most students achieve at a higher level in N.F.S. classes than they did in their previous schools.

While one of the school goals is to encourage and allow girls to progress toward a high school diploma, it is also recognized that this is not practical or preferable in some girls' situations. Such girls are encouraged to prepare for the G.E.D. test, a high school equivalency test, and their curriculum is adjusted accordingly.

Classes are offered in the following subject areas:

FAMILY LIVING

Family Living is the only class required of all N.F.S. students.

Family Living is a semester course with two main emphases. The first nine weeks center on the physiology and care of the young woman through the maternity cycle. Emphasis is placed on the understanding of herself and on family relationships as she goes through this new experience. Family planning with discussions of human sexuality and methods of birth control is an integral part of this course.

The second nine weeks cover the development and care of the child. In addition to developing an understanding of the physical and technical aspects of child care, the primary objectives are to help each girl understand what it means to be a mother and how to meet the emotional needs of the child. Growing towards emotional maturity and better family relationships are primary goals of Family Living.

The Health Director and the nutritionist teach this class jointly. Many audio-visual aids are utilized. A number of guest speakers talk with these classes. Field trips to a hospital labor and delivery area and to a Planned Parenthood office are included.

ARTS AND CRAFTS

This class offers girls opportunities for self-expression in a variety of media. Community volunteers serve as instructors. Activities include knitting, crocheting, embroidery, drawing, painting, pottery, and crafts.

CHILD DEVELOPMENT

Child Development offers each student laboratory experience in infant care, with accompanying instruction. Class members participate in the care of infants of N.F.S. students in the nursery. After appropriate instruction and reading, each girl must successfully complete a checklist of infant care experiences, such as bathing, changing, preparing formula, clothes washing, feeding, making safe toys and maintaining nursery hygiene. Emotional, as well as physical, needs of infants are stressed.

COMMUNICATIONS

The purpose of this class is to lead to greater self-understanding and self-development through the media of literature and creative writing. A variety of reading materials, including much modern literature as well as classic writing, is read and analyzed. Efforts are made through group discussion to help girls relate the readings to their personal situations and to their goals for the future. The creative writing focuses on the same goals.

ENGLISH-READING IMPROVEMENT

The strengthening of reading skills is the major part of this class. Specialized materials such as SRA reading kits and paperback magazines are utilized. Assignments are usually individualized according to the interest and needs of each girl. Some creative writing and self expression is done. Girls often improve several grade levels in reading while in this class.

FAMILY HOMEMAKING

A number of practical activities are included in the Family Homemaking class. A major part of each semester is spent on sewing projects. Students may sew projects either for themselves or for the baby.

Cooking is another class activity. Girls learn to plan and prepare low-cost nutritional meals and baby foods. Kitchen safety and proper sanitation are emphasized.

Consumer economics is taught by the discovery method, allowing girls to discover for themselves through practical testing and shopping comparisons how to purchase more economically.

Home management practices, including budgeting of time and energy for the new mother, are also taught.

MATHEMATICS

A number of courses are offered in the mathematics area, with each pupil working at her own rate and keeping a notebook reflecting her progress. The teacher serves as a resource person in this process.

PHYSICAL EDUCATION

Adaptive PE, specially tailored to meet the needs of girls in both pre-natal and post-partal stages, is a popular elective. The course is designed to meet the girls' physical, emotional and social needs. Opportunities for leadership development are provided. Each class period includes a beginning exercise period. Following this the girls participate in a group activity such as international folk dancing, badminton, volleyball, table tennis, swimming, rhythms, or walking. Through participation in such an activity the girls learn the pleasure of wholesome group activity and are provided an opportunity to forget other problems while enjoying pleasant recreation. Emphasis is also placed upon developing skills and interest in healthy and wholesome leisure time activities.

SOCIAL STUDIES

The Social Studies program is designed to provide some of the cultural background necessary for intelligent and responsible living.

A course entitled "Your Community - Then and Now" has two major focuses. Students learn about their community, its resources, and how they may utilize these resources. The responsibilities of citizenship and the means of participating in community processes are a second focus. The historical development of the community is studied as a method toward understanding the present.

An APS required course in U.S. History is also included in the curriculum.

TYPING, SHORTHAND, BOOKKEEPING

Both beginning and advanced levels of typing are offered. Students gain experience on manual and electric typewriters. Classroom activities for advanced students include letter-writing, manuscript-typing and other types of office practice. Practical experience is gained by having students type for teachers and perform office duties needed by the N.F.S. Field trips and guest speakers are additional classroom activities which help prepare the student for entering the business world.

Individual instruction in all levels of Shorthand and Bookkeeping is also available.

STUDENT COUNCIL

The Student Council is an integral part of the school curriculum. Through the student council the girls accept and carry out responsibility for many aspects of the over-all school program. It plans social events and other projects for the group. The student council carries the major responsibility for developing a close inter-relationship among the girls. Through their student council activities the girls grow in acceptance of responsibility for themselves and others. They acquire self-confidence as they accept leadership roles, tackle problems, and see the positive results of their actions. The student council is a major factor in the self-development of each participant in New Futures School.

COORDINATION

Through weekly staff meetings, a continuing effort is made to inter-relate the focuses of attention in the various phases of the educational program. Assembly programs and field trips which relate to areas currently under study are held frequently.

Close contact is maintained with each student's home school. Health and school records and other types of information are exchanged. School counselors are consulted regarding a student's program of classes.

New Futures School students remain on the rolls of their regular Albuquerque high schools while they attend New Futures School. If a girl completes her high school graduation requirements while enrolled in N.F.S. she receives her diploma from her home high school. A New Futures School graduation ceremony, planned by the graduating seniors, is held each May. A girl may receive her official APS diploma in this ceremony or she may receive it in the graduation ceremony of her own school.

HEALTH SERVICES

New Futures School has the services of a Health Director and a nutritionist. The Health Director is a registered nurse who coordinates the several types of health services. The nutritionist is a home economics teacher who has special knowledge of the nutritional needs of pregnant adolescents. Both the Health Director and nutritionist give instruction to the girls in the Family Living classes. The girls learn proper pre-natal, intrapartal, post-partal and infant care. Exercises and a study of proper nutrition are a part of this instruction. The nurse or nutritionist checks each girl's weight regularly and counsels with her regarding weight problems.

A major phase of the health program includes promoting good nutrition. A diet history is taken on each girl by the nutritionist. Using this history as a basis, the nutritionist and the girl together plan ways to improve the girl's diet and to alter it when necessary. Any suggestions made to the girl for diet alteration take into consideration her personal preferences, financial limitations, and family situation. Free lunches and supplemental snacks are an important part of the health program.

The Health Director takes a health history on each girl as she enters N.F.S. This information is supplemented with information from the school nurse of the girl's home school and from her physician. The Health Director keeps a record of each girl's medical appointments. She checks to see that they are kept and that communications between doctor and girl are understood. Phone calls made to absent girls allow the nurse to offer health advice when it is appropriate. She is available daily to consult individually with girls as they request such conferences. She handles such problems as are within her capabilities and alerts the girl and her doctor regarding those problems which require the physician's help. Nearly all the girls have fears regarding the emotional and physical aspects of pregnancy. The Health Director plays a key role in alleviating these fears.

New Futures School is fortunate to have a close working relationship with the Maternity and Infant Care Project, a federally sponsored program serving high risk mothers and infants. An M & I clinic is held in the New Futures School building once a week. A majority of the girls use the medical facilities of this project. This enables the Health Director to be more certain that each girl is seeing a doctor regularly, lowers the school absentee rate, and allows for close coordination between the girl's medical care-givers and N.F.S. health staff.

Following the delivery of the baby, the N.F.S. nurse makes a home visit. The purpose of the visit is to evaluate the home environment and the girl's post-natal adjustment. The nurse ascertains if any complications have arisen either with the girl or the baby and makes suggestions to alleviate conditions which she feels are inadequate. Referrals are made to other health agencies if she feels the need exists. The girl's plans for return to school are discussed with her and a tentative date is set.

Birth control information is an important part of the health program. A unit on the various aspects of family planning is offered in the Family Living class. This unit includes many aspects of human sexuality in addition to birth control methods and why families should be planned. A tour of the Planned Parenthood facilities follows. As mentioned earlier in this booklet, a great many of the components of the program of New Futures School contribute to the acceptance and the understanding of family planning concepts by the girls and their families.

The Health Director, while making her post-partum visit, discusses the girl's decision regarding her use of birth control measures and reminds her to make definite plans with her doctor at her six weeks examination. During the girl's last week in New Futures School, the Health Director makes a final check with her regarding her health and that of the baby, and again verifies that she has been provided with the birth control method of her choice.

When a girl returns to her home school, a summary of her health status is sent to the nurse at the home school to foster better communication and understanding of her health needs.

SOCIAL SERVICES

Through the N.F.S. social services, each girl makes real progress in working through the problems which led to and are caused by her pregnancy.

SUPPORT

New Futures School provides each girl with a supportive atmosphere in which to work out her problems. First and foremost is the group support which the student body gives to each member. Loneliness and despair are ameliorated by the concern and empathy which each girl gives to the other. Closely related to this is the attention and concern given to each student by each of her teachers. The student is not just a name in a classroom, which many of them have been in their home schools, but an individual with unique abilities and needs. The teacher works with her on this level. The students also come to realize that behind these adults who are in direct contact with them are a large number of other adults who also believe in them and contribute many hours toward providing opportunities for them.

COUNSELING

Special counseling services are available to the girls through N.F.S. All counseling services are under the direction of a trained counselor. A cooperative arrangement with the University of New Mexico provides us, when needed, with additional counselors serving as counselors-in-training.

A counselor conducts the intake interview with each new N.F.S. student. Regularly scheduled individual counseling, as well as joint counseling with the girl and her mother and/or father, is offered to the girl. While counseling is not required, experience indicates that almost all students do seek it on a voluntary basis. Crisis intervention counseling is also available to the girls at any time. The counseling philosophy is to assist the girl in working through her problems and making her own decisions. The counselor carefully avoids giving the girl "advice".

Group counseling is also a part of the counseling program. Each girl participates in a group once a week. Groups are also scheduled for mothers, husbands or boyfriends, and for those girls who are considering releasing the baby for adoption.

Referrals for counseling may be made to the social service workers of the Maternity and Infant Care Project, to adoption workers of the H.S.S.D. Social Service Agency, and Chaparral Adoption Services, to the Albuquerque Public Schools psychologists, to the Bernalillo County Mental Health Clinic, and to the Child Guidance Center.

Referrals are frequently made to other social agencies and community resources for girls who are in need of specialized services. These types of referrals include those for legal assistance, food stamps, financial assistance, housing, vocational training, and job placement. A counselor often accompanies the girl in making the initial contact to aid her in expressing her needs adequately.

The counseling services include efforts to involve members of the student's family in counseling activities. This involvement is regarded as essential for two reasons: (1) the relationship the girl has with these individuals during her pregnancy is critical in determining how she views herself and her baby; and (2) she will in most cases maintain close ties to these individuals after she leaves the program, with the feedback she gets from them continuing to be of prime importance in the maintaining of the positive attitudes developed here.

The services of a male counselor are available to the putative father.

Counseling services are available to New Futures School students after they cease to be active program enrollees. Many girls avail themselves of this opportunity.

INFANT CARE FACILITY

Infant care facilities are available to New Futures School students. The nursery is used by girls who have no babysitter available to them, by girls who are breast-feeding their babies, and in some cases, by girls who are having problems caring for their infants. Each girl who places her baby in the nursery has accompanying responsibilities. She must provide all information required for the baby's care (schedule, medicinal requirements, etc.) and the day's supply of food and clothing, and must work in the nursery as an assistant one hour daily.

A second major function of the infant care facility is that of a learning laboratory. Each New Futures School student is involved with the babies through some classroom experience in Child Development or Family Living class. Through this experience a baby becomes a real human being with needs and demands which must be met. Fears in handling infants are overcome. Infants' health, nutrition, and safety needs, as well as emotional needs, are emphasized.

No-smoking and other health rules are strictly enforced in the nursery. The Health Director makes a daily check on the infants. Entrance into the nursery is limited to mothers of the infants and girls assigned to be aides hourly.

VOCATIONAL ORIENTATION

Attempts are made in several ways to orient New Futures School students to the world of work. We believe that a majority of our students will have to hold a job within a few years after they leave N.F.S. The three primary purposes of the vocational orientation program are: (1) Goal-setting to make the girl believe that her pregnancy need not limit her vocational goals and to broaden her horizons regarding the roles open to women in today's society; (2) preparing the girl with some specific job-oriented skills - typing, shorthand, bookkeeping, child care, and food preparation - as well as basic mathematics and English-usage skills; and (3) job or training referral at the time of leaving New Futures School.

The first goal is of prime importance with pregnant adolescents. Many state on the intake interview "Well, I WAS going to study to become a _____." This sense of defeat must be overcome before the girl has a chance to become economically independent. Girls who come from welfare-dependent or poverty-level families need encouragement to raise the level of their aspirations. All phases of the New Futures School program attempt to work toward this goal. It is a particular focus of the Communications class, the Social Studies program and the counseling program. All-school activities such as Career Day contribute also. An intangible, yet important, factor is the example of the staff - most of whom are very involved with raising their families in addition to their professional activities.

The second goal - that of teaching job-oriented skills - is accomplished primarily by the business-vocational teacher. Business classes are individualized, with lessons prepared to carry each girl forward from her present level of achievement at an individual pace. Manual and electric typewriters are available. Varying levels of shorthand and bookkeeping are taught. Basic job-required skills are regularly stressed in mathematics and English classes. Some girls will also use job skills acquired in Child Development classes as our society needs more trained workers in Day Care programs. Food Preparation classes also provide training in job skills.

Girls often go directly into a job after leaving N.F.S. Some are summer jobs, while others are full-time jobs for high school graduates or girls who choose to take the G.E.D. test in lieu of high school graduation. Others need part-time jobs and need to find a school program which will allow them to both work and complete their high school education. Some girls want to further their skill training through the Albuquerque Technical-Vocational Institute, or a community training program. The New Futures School counselors assist N.F.S. students in making contacts for job or training possibilities. The business-vocational teacher plays a role in job and training referral also. Assisting the putative father in seeking job training or employment is an important part of the male counselor's function.

STAFFING

Each New Futures School staff member is a specialist in his or her field. Potential staff members are carefully screened for both professional competence and the ability to inter-relate in a positive way with the troubled adolescent. Each staff member realizes that the emotional support he or she gives to the girls is of prime importance to the success the girl has in the program. Professional backgrounds of staff members include counseling, social work, registered nursing, administration and teaching. All teaching personnel are certified in the fields in which they are teaching. In order to achieve this specialization, many staff members are part-time. Over 50% of the professional staff have masters degrees or are working toward this degree. Para-professional staff members are also utilized as part of the staff team.

Staffing is cross-cultural, with efforts made to include representatives of the various communities from which the program participants come. It is necessary for some staff members to be bi-lingual.

Study of comprehensive programs in other states led N.F.S. staff and board to a realization of the danger of separating the staff into "educational", "health" and "counseling or social-work" components. Such separation can easily lead to a splintering of goals and occasional working at cross-purposes. Each staff member of New Futures School - nurse, counselor, teacher, secretary, nursery-aide - is committed to the multi-faceted development of each girl. Staff training includes strong emphasis upon the need for working together to achieve a common goal. Weekly sharing meetings between health and counseling staff members are useful in this area. Weekly all-staff meetings promote team planning and coordination.

FOLLOW-UP

Follow-up services are an important part of New Futures School. While every effort is made to prepare the girl to return to public school, the adjustment is necessarily a difficult one. The adjustments to new roles within her family are just as difficult. To meet former N.F.S. student's continuing needs, follow-up counseling and health services are offered. In addition, follow-up information must be used to determine how the program can better help students to adjust to their new situations and responsibilities.

Formal evaluation and follow-up activities are planned at regular intervals. These activities involve responses by both the former participant in the program, and by those who are in a position to observe her; i.e., school counselors and teachers, school nurses, and N.F.S. staff members making follow-up contacts. (Each girl fills out an evaluation sheet on N.F.S. once each semester.)

Follow-up contacts are made with each girl during the summer after she leaves the program, and each summer thereafter. Items of particular concern are: number of repeat pregnancies, school grades, high school graduation, school drop-out rate, physical health of the mother, physical health of the baby, problems of family adjustment, adjustment to the role of mother - or adjustment to her decision to give up her baby, successful marriage, emotional state, and post-graduate education or training. While some of these factors are intangibles, and therefore very difficult to measure, the girl's feelings about them are very real and very significant, as is the image she presents to those with whom she is in daily contact. Earlier follow-up contacts are made if the staff has particular concerns about the individual or her baby. During the school year, N.F.S. staff contact school personnel to inquire about girls who have returned to their schools.

Informal contacts are maintained with each girl after she leaves N.F.S. Girls are invited back twice a year to an informal party, to share their experiences and to renew their acquaintances with N.F.S. staff and with each other. Those girls who wish to bring their babies with them to this party are invited to do so. Many former N.F.S. students frequently call the school or come by the school to discuss problems or "just to talk". N.F.S. staff members may at this time make referrals to other agencies which may be able to meet the girl's needs. The main purpose of the informal follow-up activity is to let the girl know that her relationship with the supportive staff of the New Futures School can be a continuing one as long as she feels the need for it.

CO-OPERATING AND SPONSORING AGENCIES

New Futures School, originally called the Pregnant Teen-Aid Program, was begun in January, 1970 by the Albuquerque Y.W.C.A., in co-operation with the Albuquerque Public Schools.

The continuing existence of New Futures School is a result of co-operation between a number of local, state and national organizations and concerned individuals. The basic structure is a unique example of co-sponsorship between a public organization, the Albuquerque Public Schools, and a private non-profit agency, the Young Women's Christian Association of Albuquerque. Additional support, in terms of money, goods, or services has come from the following groups and organizations:

Bernalillo County
Dairy Council of the Rio Grande
Episcopal Diocese of the Rio Grande
IBM Corporation
Maternity & Infant Care Project
Model Cities
Neighborhood Youth Corps (Youth In-School Employment Project)
New Mexico Health & Social Services Department
New Mexico Department of Hospitals & Institutions
New Mexico School Lunch Program
Planned Parenthood Association of Bernalillo County
St. John's Episcopal Cathedral
University of New Mexico
Young Men's Christian Association

Some of the above agencies provided single grants, while others provide on-going financial or in-kind support. In addition, a number of individuals and associations have given sustaining contributions or have donated services.

Each individual is unique; it is therefore impossible to describe accurately the "Typical Pregnant Teenager". It is true, however, that studies have shown that many pregnant teenagers are shy, passive, withdrawn and non-verbal. Passive hostility to a world which has not met their emotional needs is often just below the surface. Many were poor students in school. They caused no problems in the school classroom because they were really not there - they attended, often irregularly, in body only. This girl's home life was often erratic and insecure. For this individual, security is a boy friend, sex a form of expression - and pregnancy is the undesired by-product.

National studies indicate that 60% of those who become pregnant under the age of 16 will have another child while still of school-age. In order to break the pattern, to prevent future pregnancies, the girl must become self-confident and involved. She must be given the tools with which to cope with her environment, and a depty of self-understanding which will enable her to use them. This is the goal of the Albuquerque New Futures School.